

Good Afternoon!
As you walk in, please
fill out your pre-
assessment!

Differentiation in Action

November 4, 2010
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What does differentiation look like in
our school?

Differentiated Instruction is a proactively planned, interdependent system marked by

**A Positive
Community of
Learners**

**Focused, High-
Quality
Curriculum**

**Ongoing
Assessment**

**Flexible
Instructional
Arrangements**

Respectful Tasks



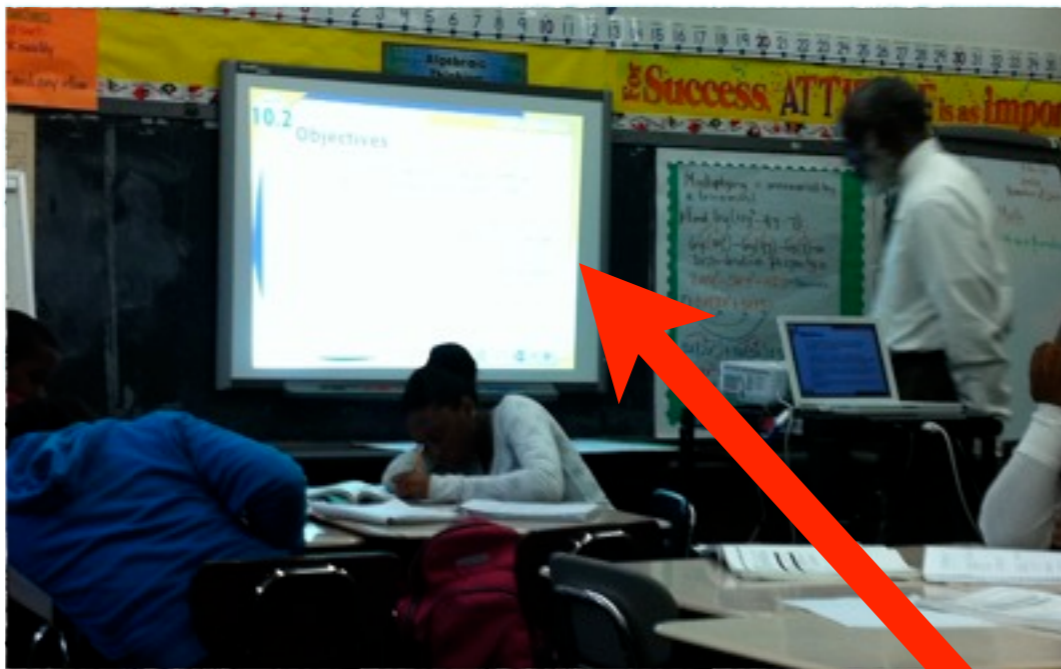
Selecting texts that support
different cultures/backgrounds

“Popcorn!”
High Fives and Thumbs Up!



Displaying what the class is reading

A Positive Community of Learners



Clearly displaying lesson objectives



**Starting with the “Big Idea”
or “Essential Question”**

Focused, High Quality Curriculum



Small group projects



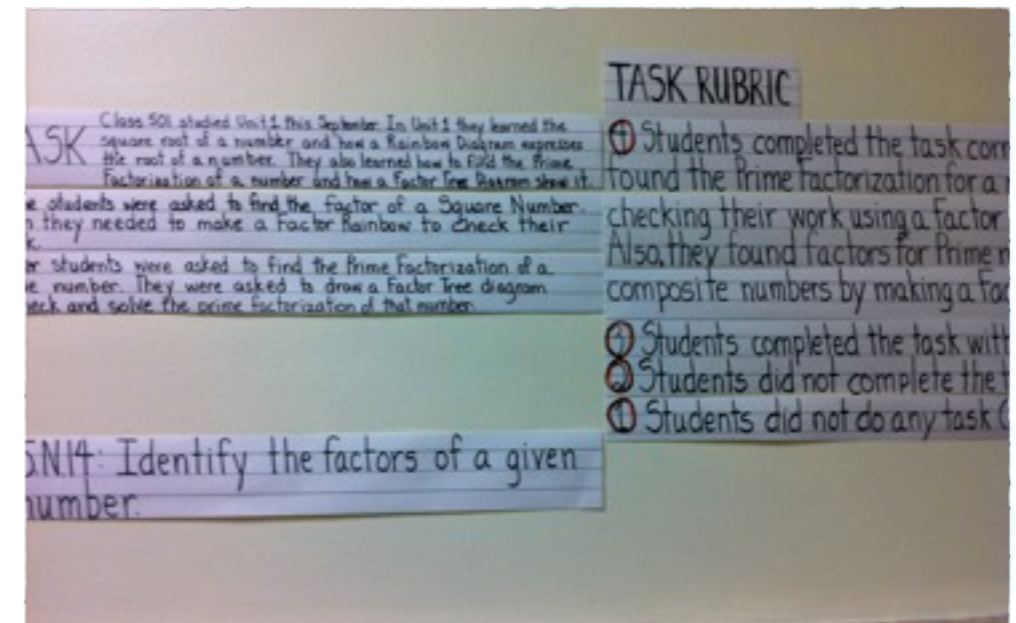
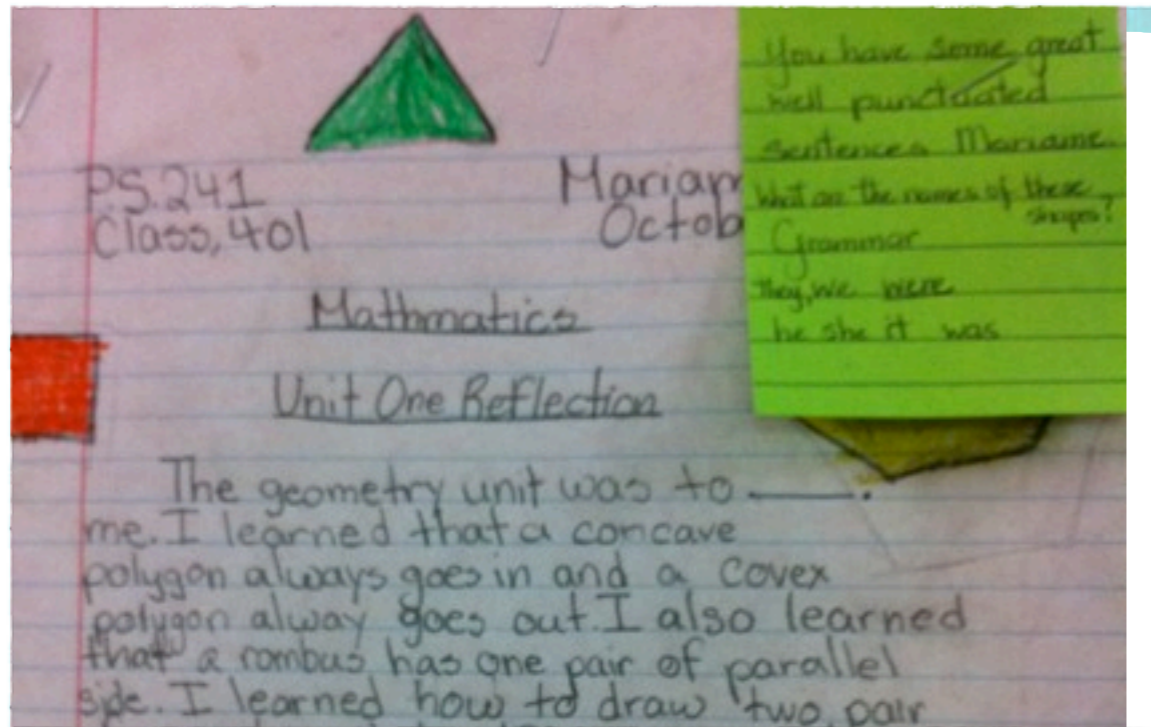
Organizing furniture to support



Time for small group and whole group instruction

Flexible Instructional Arrangements

Providing clear feedback



Name: _____ Teacher: Ms. Hemmings

Date Submitted: _____ Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	—
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	—
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
Neatness	Work is illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	—

Name: Khanso


My Goals

READING	Right Now I am reading at Level <u>M</u> By March I will Be on Level <u>O/P</u>	By December I will be on Level <u>N</u> By June I will be on Level <u>Q</u>
WRITING	I want to improve my writing by: <u>learning how to make interesting beginnings that "hook" my reader.</u>	
MATH	By December I will know all my addition and subtraction facts. I will also focus on: <u>getting better at subtracting large #'s (3 or more digits.)</u>	
STUDY SKILLS	I will work harder to make sure <u>all</u> of my work is written neatly for others to read.	

Ongoing Assessments



Choosing a "Just Right" Book



- Choose a book. Read **1** page only.
- Put up a finger on one hand for every word you don't know.
- **4 fingers or less** - "Just Right"
- **5 fingers or more** - Too Hard

Guidelines for Reading Workshop

Respectful Tasks

Differentiation

is a teachers

Learner Differences

Readiness Interest Learning Profile

guided
by

Mindset

Principles of Effective Differentiation

High Quality
Curriculum

Ongoing
Assessments

Flexible Grouping
Strategies

Respectful and
Challenging Tasks

Positive Classroom
Community

applied
to

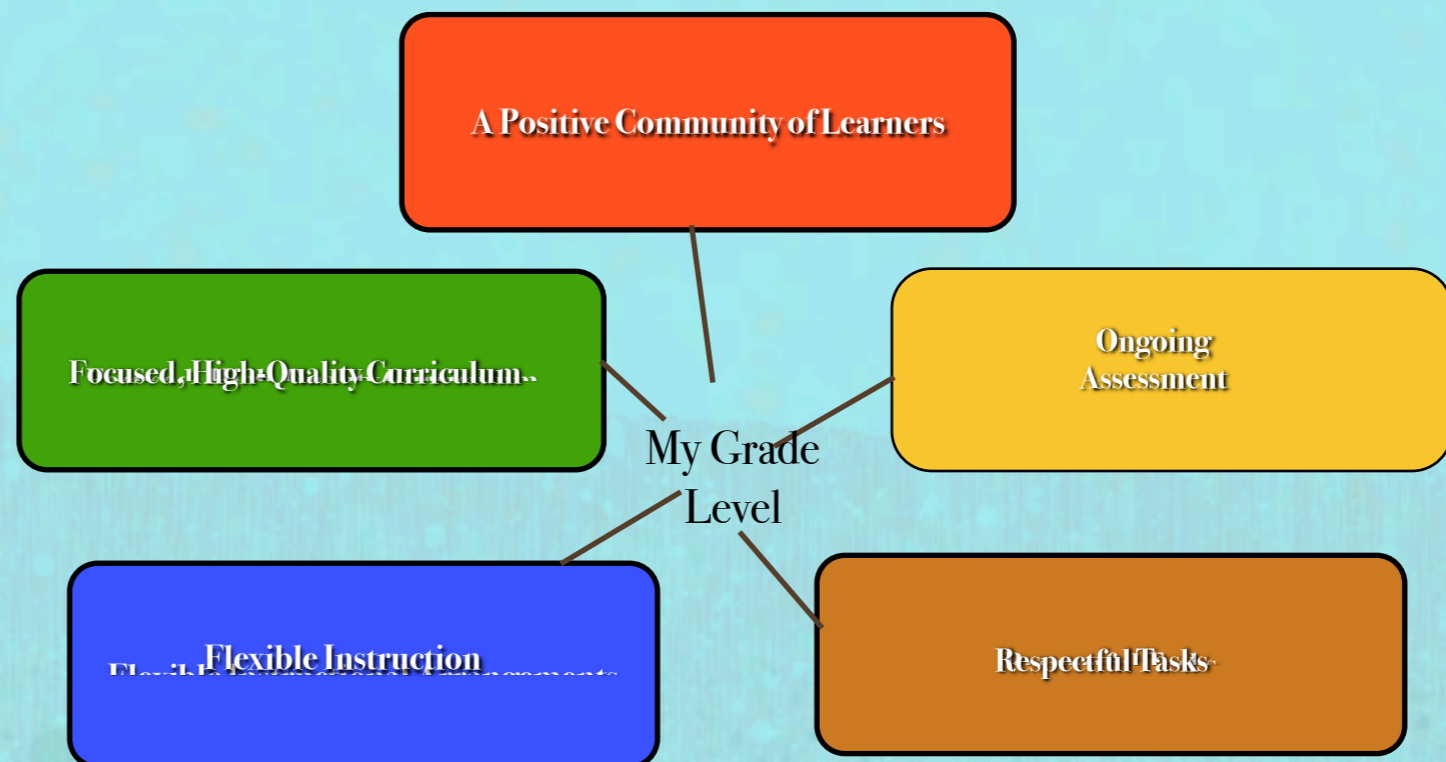
Elements of Curriculum and Instruction

Content Process Products Affective Environment

Through the use of...Instructional strategies

Where do we see differentiation in our school?

- * In groups of 3-4, work with others to brainstorm as many ways you already see differentiation in practice.
- * As you build your “map” use the 5 principles to anchor your examples.



Evaluating your Experience

Below is a link to ASCD's online Professional Development Feedback Survey. We encourage all participants to complete the online evaluation within the next ten (10) days. All responses will be anonymously reported to ASCD.

[http://survey.ascd.org/TakeSurvey.aspx?
SurveyID=98K2mpl](http://survey.ascd.org/TakeSurvey.aspx?SurveyID=98K2mpl)

Thank you for taking the time to honestly evaluate the program. The results we receive help us to improve the quality of services you receive